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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the importance of industrial designers and the stages of the industrial design process. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Design

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ESF
CORE SKILLS PROJECT
YTS

OTF No: 6

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This work-based project was originally written for a very large pottery in STAFFORDSHIRE. It was felt that every trainee in the firm would benefit from knowing what designers did in the firm, at what stage a designer or design team was called in and by whom, where designers get ideas from and how they approach problem solving. It was also felt important to find out who decided whether design ideas are accepted or rejected.

This project could be applied to all organisations where a designer or team of designers work, whether as outside advisers or direct employees. Their methods of working are well worth study by everybody in the commercial world.

SUMMARY

The trainee will discover how important designers are in the industrial process, and gain an understanding of the stages that a design goes through before it is accepted or rejected.

SUPERVISOR'S NOTES

INTRODUCTION

This work based project is designed to focus the trainee upon the CORE SKILL areas of: number; communication; practical skills, and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness; to provide wider knowledge of the world of work and elsewhere; and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

1. Where relevant, please advise other staff that the trainee will be doing the project;

2. Please ensure that the trainee has read the project details and understands what is required;

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project;

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. Upon completion of the project discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently?

Encourage the trainee to complete the trainee's review page.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	16/6			
START	1.30			
FINISH	3.00			
TIME SPENT (HOURS)	1½			

BACKGROUND

Your firm employs designers to produce ideas for products. It has been said that "Design is the language of imagination, the way of picturing tomorrow and making it happen today". As a nation we tend to lack design awareness and are visually illiterate. This project is aimed to help you understand the importance of design in industry.

SITUATION

A very large pottery in the STAFFORDSHIRE area where trainees are working in lots of different departments - decorating, warehousing, photographic, progress chasing, flower decorating, slip house.

PURPOSES

Doing this work-based project will give you the opportunity to find out more about the role of the designer in the industry in which you work. It will also help you to develop your CORE SKILLS (number, communication, problem-solving, and practical skills). Increasing your abilities in these skills will make it easier for you to change jobs and retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how well she/he thought you did in the task, and record this on the Assessment Form near the back of this Project. This record will be needed to complete your Certificate at the end of your YTS year.

WBP TASK	ACTIVITY	CORE SKILL
1.	Discuss the way in which the project should be done.	Discuss with other people in the workplace how things are to be done. 8.6
	Make your plans to carry out the project.	Plan the order of activities. 9.1
	Plan how you propose to make contact with the Designer and arrange to meet him/her.	Plan how to communicate for a particular purpose. 9.5
2.	Think about the information you want to find out and plan out a series of questions to ask the Designer.	Plan how to find information. 9.7
3.	Explain the purpose of your interview with the Designer.	Find out information by speaking to other people. 6.1
	During the interview make notes on what you see and hear.	Provide information in writing, and by means of tables and diagrams. 7.3
		Find out information by observing. 6.3

4.	Show the stages which a design goes through and discuss this with your supervisor.	Provide information in writing, and by means of tables and diagrams. 7.3 Provide information by speaking to other people in the workplace. 7.1
5.	Show the administrative stages that a design goes through. Find out reasons why designs are sometimes rejected.	Provide information in writing, and by means of tables and diagrams. 7.3 Find out the facts about things that have gone wrong. 6.7
6.	If you are able to attend the design consultation meeting, you will also have the opportunity to : Attend the meeting, observe carefully what is happening and make notes on the proceedings.	Provide information in writing, and by means of tables and diagrams. 7.3 Find out information by observing. 6.3
7.	Write up all the information you have in the form of a short report to your supervisor and a. presentation to your fellow trainees.	Plan how to present information. 9.6 Provide information in writing, and by means of tables and diagrams. 7.3
8.	Make your presentation to your group and lead a discussion on the importance of good design.	Provide information by speaking to other people in the workplace. 7.1

Each CORE SKILL is identified by number in the PRACTITIONER'S GUIDE to the YTS CORE, which contains advice and guidance on what CORE SKILLS are and their uses. The numbers are included here for ease of reference.

ACTION PLAN

TASK 1

Read through this action plan first and make sure that you understand what you have to do. Discuss with your supervisor any likely problems and ways in which you might overcome or get round them. You will have to plan the order in which you carry out this project, making sure that you have left nothing out. One of your first tasks will be to make an appointment to talk to a designer or team of designers about your project. You will have to decide whether to ring him/her up or send a letter or memo. You will need to tell him/her the purpose of your visit so you will need to plan beforehand what you say on the telephone or in the letter. Take your time over your introduction so that the designer is not left in any doubt about the reasons for your contacting him/her.

When you have made the appointment make a note of the date, time and place of the meeting and PLEASE BE THERE PUNCTUALLY.

TASK 2

You will need to work out the questions you would like to ask before you go to your appointment. Plan these out carefully. For example, try to find out :

- what designs are being worked on at the moment?
- who approached the designer about the design he/she is working on?
- what gave him/her the idea for the design?
- does the designer work alone or with others?
- does he/she use a computer; indeed how can computers help in the design process?

There are many things that a designer has to take into account when starting on a new design. Try to find out as much as you can about this important stage in the manufacturing process.

When you have drawn up a list of questions, which should lead on to others when you talk to the designer, show it to your supervisor and discuss the list.

TASK 3

At your appointment explain briefly why you want to talk to the designer. Keep a record of all the replies to your questions and comments. You may decide it would be best to write them down as the talk goes along or use a tape recorder and write the information down after replaying the tapes. Look around you and find out information from observing the people and things around.

TASK 4

Make a few sketches and ask the designer for copies of memos to illustrate the stages that a design goes through for inclusion in your report which you will submit to your fellow trainees. Consult your supervisor about your ideas and findings.

TASK 5

To illustrate the administrative stages and discover who has a say and at what stage, draw up a flow chart for inclusion in your report. This should also show at what stage, and by whom, a design is rejected.

Find out the main reasons for designs being rejected and who has the last say on the matter. Have designs ever got to the production stage and just not worked out properly? What can be done in this situation?

Colour code your diagram to make the stages clear.

TASK 6

Firms like yours hold meetings at which decisions are made regarding questions of design. Find out if you could attend any of these. If you can, make an appointment, keep a record of the place, date and time, and turn up on time. Keep a record of the meeting, making a note of what is said and by whom. Find out who everybody is at this meeting and why it is felt important for them to be there.

TASK 7

Once you have collected all the information and decided how you are going to present it, see your supervisor with your notes, ideas and plans for your report. Discuss the writing up of your information and ideas you have on how you are going to present it with your supervisor.

Plan carefully how to present your information first in the form of a short report to your supervisor and secondly in a way that will enable you to talk to the rest of your group about the design process.

TASK 8

Present your report to your supervisor and be prepared to answer questions about it. Arrange with your off-job tutor to talk to your fellow trainees about the work of the designer.

You will need to make agreed arrangements for when and where this is to happen. Give your presentation and be prepared to lead the discussion on the importance of good design.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. Were you offered a selection of Projects to choose from? If so, why did you choose this one?

2. What did you think of it? Was it - easy, hard, interesting or boring?

3. What did you learn? (Look at the list of Purposes).

4. Did you learn something which was not on the list of Purposes?

5. Did you need help with any particular part of the Project? What kind of help did you get?

6. Were there any words in the Project that you did not understand? Please list them.

7. Do you think you could use what you learned in another job, or outside work?

8. Has this Project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT
explanatory notes

In completing this wbp he trainee has the opportunity to demonstrate competence in the CORE SKILLS listed on the attached form.

The first two columns list the wbp Tasks and the CORE SKILLS which occur within them.

You are asked to assess the trainee's competence in these CORE SKILLS according to the amount of support from you that the trainee needed, for example:-

1) if a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular source, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided;

2) if a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the CORE SKILLS, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and CORE SKILLS competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a CORE SKILL), but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE DESIGN — WBP NO M/06/012 DATE

TRAINEE'S NAME — SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	8.6 Discuss with other people in the workplace how things are to be done.							
1	9.1 Plan the order of activities.							
1	9.5 Plan how to communicate for a particualr purpose.							
2	9.7 Plan how to find information.							
3	6.1 Find out information by speaking to other people.							
3, [illegible] (6),7	7.3 Provide information in writing, and by means of tables and diagrams.							
[illegible] (6)	6.3 Find out information by observing.							
4,8	7.1 Provide information by speaking to other people in the workplace.							

ASSESSMENT FORM
continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
5	6.7 Find out the facts about things that have gone wrong.							
7	9.6 Plan how to present information.							
	TASK NUMBERS IN ( ) ARE OPTIONAL							